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| Breakout 3:Tuesday 2:45 – 4:45 pm: Programming for Students with Learning Disabilities | | Grade K-4 |
| 120 min | Math Learning Goals  Participants will   * demonstrate understanding of 5 cognitive processes; verbal comprehension, perceptual reasoning, working memory, processing speed and visual motor integration and executive functioning. * apply understanding of 5 cognitive processes to program for students with learning disabilities. | Materials  fraction lessons KNAER  Strips of coloured dots (5 colours pink, yellow, white, green, blue, )  (1 of each / camper)  Each home group – set of 5 colour coded pieces of paper each with the name of one of the 5 cognitive processes |
|  | Pairs🡪Activity: IEP Individual Education Plan  Create a unique set of words to be represented by the acronym IEP that reflects what Connie and Ruth discussed in the plenary, e.g. YRCDS: Inclusion Engagement Performance”. Share acronyms with the large group. |  |
| Minds On… |
| 10 min |
|  | Whole Group🡪Discussion  Review the 5 cognitive processes and answer clarifying questions.  **Groups of mixed amounts (5, 9 whole)🡪Jigsaw Activity**  Present the primary division fraction lesson. Discuss the learning goals and the math content of the lesson as well as what students might do.  Each home group member (blindly) selects 1 slip of colour coded paper from the set of 5 cognitive processes. Each member will represent the selected process in the home group.  **Expert Group Activity:** Home group members split into expert groups organized by cognitive process (about 9 members per process). Each expert group works to develop recommended accommodations for the lesson through the lens of the cognitive process it represents.  **Home Group Activity**:  Each member presents the recommended accommodations of their expert group for the lesson. Other members use the 5 colours of dots (distributed by the expert member) to record accommodations by cognitive process.  **Large Group Report**:  What **aha’s** did you have as you engaged in this activity? Where were there overlaps in recommended accommodations?  Primary students don’t usually have IEP’s. How can this understanding of cognitive processes be useful in teaching primary grades? |  |
| **Action!** 10 min |
| 15 min  25 min  30 min  15 min |
|  | Pairs🡪Think Pair Share: 2nd fractions lesson  Work with a partner to recommend accommodations to a second fractions lesson based on all 5 cognitive processes. Use coloured dots to record where accommodations can be used and what they might be.  Share and compare with another pair.  Individual🡪Reflection:  For your treasure chest, describe three distinct ways you will use the understandings from these plenary/breakout sessions in your teaching.  Or  Comment on the implications of the quote below on your teaching career.  “Inside every human being there are treasures to unlock.” [Mike Huckabee](http://www.brainyquote.com/quotes/quotes/m/mikehuckab168095.html) |  |
| Consolidate Debrief |
| 10 min  5 min |
|  | Home Activity or Further Classroom Consolidation |  |